

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

HEAL 310 – Drugs and Health (3)  
Spring 2011

DAY/TIME:	MW 1:30 – 2:45 p.m.	LOCATION:	Engineering 1103
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PREREQUISITES:	None		

#### COURSE DESCRIPTION

Analyzes drug use, with emphasis on positive aspects, and presents alternatives to drug misuse and abuse.

#### COURSE OBJECTIVES

At the completion of this course, students will be able to:

1. To field test theories, concepts, and philosophies developed through previous academic and other experiences;
2. To assess skills and competencies in leadership, supervision, administration, and consultation through practical application;
3. To formulate, implement and evaluate alternative solutions to problems and approaches to issues;
4. To refine career objectives in the health fitness field, utilizing both personal assessment and evaluation by the academic institution and the practicum agency;
5. To evaluate strengths and weaknesses in light of demands and expectations of employment in various positions in the field;
6. To develop career enhancing skills and interests; and
7. To provide feedback to and inform the academic programs in Health, Fitness, and Recreation Resources.

#### COURSE OVERVIEW

The breadth of content for this course is complemented by the range of approaches incorporated. Classes will be held with a variety of methodologies, including lecture, discussion, small group work, reading reactions, and large group interaction. The assignments include a range of approaches, including reading current resources, attending group meetings, and preparing critical thinking and reflection papers. Examinations address reading assignments and class content. Participation in all aspects of the course – attendance, active participation in class discussions, and completion of all assignments - is expected to gain the breadth of content and achieve course objectives. Readings and assignments are due on the specified date in the syllabus.

#### REQUIRED READINGS

Textbook: Hanson, Glen; Venturelli, Peter; and Fleckenstein, Annette (2009) *Drugs and Society* 10<sup>th</sup> Edition.  
National Institute on Drug Abuse (2010) *Monitoring the Future Survey Results* [[www.monitoringthefuture.org](http://www.monitoringthefuture.org)]  
National Drug Control Strategy (2010) Office of National Drug Control Policy [[www.whitehousedrugpolicy.gov/strategy](http://www.whitehousedrugpolicy.gov/strategy)]  
Anderson, David and Milgram, Gail (2001) *Promising Practices: Campus Alcohol Strategies* [Sourcebook](#)  
Anderson, David and Milgram, Gail (2001) *Promising Practices: Campus Alcohol Strategies* [Action Planner](#)  
Anderson, David (2005) *COMPASS: A Roadmap to Healthy Living*. [[www.compass.gmu.edu](http://www.compass.gmu.edu)]  
Anderson, David and Gusterson, Hugh (2010) *Understanding Teen Drinking Cultures in America*  
[<http://teenalcoholcultures.gmu.edu>]  
Office of National Drug Control Strategy - Media Campaign [<http://www.mediacampaign.org>]  
National Registry of Evidence-based Programs and Practices (SAMHSA) [<http://www.nrepp.samhsa.gov>]  
National Clearinghouse on Alcohol and Drug Information [[www.health.org](http://www.health.org)]

**Evaluation:** This course will be graded on a point system, with a total of 350 possible points.

**Grading Scale**

A = 320 – 350	B+ = 300 - 309	C+ = 260 - 269	D = 190 - 219
A- = 310 - 319	B = 280 - 299	C = 230 - 259	F = 0 - 189
	B- = 270 - 279	C- = 220 - 229	

**Requirements:**

Critical Thinking Papers (3)	30 points
Alcohol 101 Plus Paper	15 points
Community Support/Self-Help Group Meetings & Paper	35 points
Future Strategies or Controversy Paper	30 points
Reflection Summaries (5)	25 points
Quizzes/Additional Assignments (as needed)	25 points
Class Participation	25 points
Mid-Term Exam	65 points
Final Exam	100 points

**Participation and Attendance:**

Attendance at class sessions is critical for a thorough understanding of course material. Class participation is based on engagement in class discussions, preparation with readings and assignments, and questions. Course testing encompasses readings, assignments, and classroom discussions. Points not used from the Quizzes/Additional Assgt. section will be reassigned to the Participation portion.

**Critical Thinking Papers:**

Please prepare three critical thinking papers for different published articles. Each article must address a drug- or alcohol-related topic; papers may be on the same or different topics. To demonstrate familiarity with a variety of sources, the following sources must be used, one for each paper: a professional journal (print version in the library), a newspaper/magazine, and either a government publication or a trade publication. Each paper should be one-page, single-spaced and include five sections, *clearly identified with headings*: (1) Title and Reference; (2) Summary Abstract; (3) Messages and Audiences; (4) Critique; and (5) Personal Reaction.

**Alcohol 101 Plus Paper:**

Using the “Alcohol 101 Plus” program [alcohol101plus.org], prepare a 4- to 5-page paper that follows the general outline of the Critical Thinking Paper. This should focus primarily on the critique of the resource. Further, add a section to identify clearly any recommendations for improvement.

**Community Support/Self-Help Group Meetings:**

Attend two *open* support or self-help group meetings (e.g., AA, NA, ACOA, AlAnon or similar meetings) that you have not attended previously. Prepare a 4-6 page paper that summarizes the following five items, with particular attention to items (c) and (d): (a) the meeting (its themes, the attendees, how you learned about the meeting’s location); (b) your observations; (c) your thoughts about what happened in the meetings; (d) the ways in which the meetings affected your feelings, and (e) any questions you have.

**Future Strategies Paper or Controversy Paper:**

Prepare a 5-10 page paper focused on future strategies or a current controversy in the drug/alcohol field.

\*\* *Future Strategies Paper*: Identify an area of need and prepare a paper that describes specific

strategies that could be implemented to better address this need. Include the following elements in your paper: (a) The need – why this is a need or gap; clearly define the audience/group; (b) Current approach(es) to address this need, and why they are not sufficient; (c) Recommended strategy/strategies – be creative and innovative; (d) Resources to implement the strategy; and (e) Challenges, obstacles and other considerations. Include references and sources, especially for sections (a) and (b).

**\*\* Controversy Paper:** Address an issue/topic for which ‘sides’ clearly exist; it is recommended the topic chosen be reviewed prior to proceeding. The paper should include references and be organized with the following labeled sections: (a) Brief statement of the controversy; (b) Summary of why the issue is a controversy; (c) Discussion (elaboration of the sides of the controversy); (d) Implications (how decisions for each side will result in different outcomes); and (e) Recommendations (your resolution of the controversy).

**Note: Papers are due on the scheduled date; those received late are subject to point reduction**

## SCHEDULE OF TOPICS AND ASSIGNMENTS

January 24	Introduction and Overview		
January 26	Motivations for Use, Drug Classifications & Terms	<u>Chapters 1, 2 / Monitoring the Future</u>	
January 31	Principles, Properties, Brain Health	<u>Chapters 4, 5</u>	
February 2	Societal Context and Addiction Overview	<u>Chapter 3</u>	CTP #1
February 7	Historical Perspectives		
February 9	National Resources		
February 14	Depressants	<u>Chapter 6</u>	Refl. Summary #1
February 16	Campus Resources		
February 21	Alcohol	<u>Chapter 7</u>	
February 23	Alcohol	<u>Chapter 8</u>	Alcohol 101+ Paper
February 28	Narcotics	<u>Chapter 9</u>	
March 2	Narcotics		Refl. Summary #2
March 7	Stimulants	<u>Chapter 10</u>	CTP #2
<b>March 9</b>	<b>Mid-Term Exam</b>		
	<b>March 12 – 20</b>	<b>Spring Break</b>	
March 21	Hallucinogens	<u>Chapter 12</u>	
March 23	Marijuana	<u>Chapter 13</u>	
March 28	Marijuana		
March 30	Tobacco	<u>Chapter 11</u>	Refl. Summary #3
April 4	Inhalants / Over the Counter Drugs	<u>Chapters 14, 15</u>	
April 6	Addiction: “What” and “Why”	<u>Chapter 2</u>	CS/SHG Paper

April 11	Treatment and Recovery	<u>Chapter 18</u>	
April 13	Intervention and EAPs		<i>Refl. Summary #4</i>
April 18	Family and COA Issues		<i>Future Str./Contr. Paper</i>
April 20	Prevention and Education	<u>Chapters 3, 17</u>	
April 25	Community and School-Based Strategies	<u>Sourcebook</u>	
April 27	Health Communication	<u>Chapter 16</u>	<i>Refl. Summary #5</i>
May 2	Strategic Planning	<u>Action Planner</u>	
May 4	Wrap-Up		

### ***Student Expectations***

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### ***Campus Resources***

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

